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ABSTRACT

The discussion in this hearing, centering on extension of the appropriations under the Vocational Education Act of 1963, focuses on vocational education at the local level, especially as regards to the role of area vocational schools. Testimony includes statements and prepared statements, letters, and supplemental materials from three individuals representing programs in Kentucky, including the regional directors of Vocational Regions 10, 11, and 12 in Ashland, Paintsville, and Hazard, Kentucky. (YLB)

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ED224963

HEARINGS ON REAUTHORIZATION OF THE VOCATIONAL EDUCATION ACT OF 1963

Part 19: Local Vocational Programs

HEARING

BEFORE THE

SUBCOMMITTEE ON ELEMENTARY, SECONDARY, AND VOCATIONAL EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR HOUSE OF REPRESENTATIVES

NINETY-SEVENTH CONGRESS

SECOND SESSION

ON

H.R. 66

TO EXTEND THE AUTHORIZATION OF APPROPRIATIONS UNDER THE VOCATIONAL EDUCATION ACT OF 1963

HEARING HELD IN WASHINGTON, D.C., ON AUGUST 18, 1982

Printed for the use of the Committee on Education and Labor

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HEARINGS ON REAUTHORIZATION OF THE VOCATIONAL EDUCATION ACT OF 1963

Part 19: Local Vocational Programs

WEDNESDAY, AUGUST 18, 1982

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON ELEMENTARY, SECONDARY,
AND VOCATIONAL EDUCATION,
COMMITTEE ON EDUCATION AND LABOR,
Washington, D.C.

The subcommittee met, pursuant to call, at 9:48 a.m., in room 2175, Rayburn House Office Building, Hon. Carl D. Perkins (chairman of the subcommittee) presiding.

Members present: Representatives Perkins and Goodling.

Staff present: John F. Jennings, counsel; Electra Beahler, minority education counsel; and Richard DiEugenio, minority senior legislative associate.

Chairman PERKINS. The committee will come to order.

We are continuing the hearings on the reauthorization of the Vocational Education Act. Today we will be focusing on vocational education at the local level, especially as regards the role of area vocational schools.

This morning we have a knowledgeable panel of individuals from my district in Kentucky who will tell us their views on vocational education based on their own experiences in working directly with these programs at the local level. I am pleased to welcome all you gentlemen to Washington.

We would like the panel to educate us on their use of Federal vocational education funds in their schools, what the effects have been in their area of the cuts in Federal aid made last year, what their needs are at the local level, and how much demand there is for vocational training in their areas.

We are also interested in knowing any recommendations the witnesses have for improving the Vocational Education Act in the future.

The panel, we will hear all of you first, at one time, and then ask you questions.

Mr. Charles E. Chattin, come around; regional director, vocational region 10, Ashland, Ky.; Mr. Bronelle Skaggs, regional director, vocational region 11, Paintsville; and Mr. Walter Prater, regional director, vocational region 12, Hazard, Ky.

We will hear from you first, Charlie. Pull the microphone up a little closer to you and proceed.

STATEMENT OF CHARLES E. CHATTIN, REGIONAL DIRECTOR, VOCATIONAL REGION 10, ASHLAND, KY.

Mr. CHATTIN. Thank you very much, Congressman, and I do appreciate being here today, and having the opportunity to express some of my views on vocational education.

During the past many years that I have been connected in vocational education, 27 in all, we have had rewarding days, we have had frustrating times. And I think over the past few years, that with the economy like it is and the demand for vocational education becoming more important each and every day, that it is becoming very frustrating, due to the fact that funding is not available to take care of the people in the State of Kentucky.

I would like to just jump on certain things here, and read to you a few of the things which are in my prepared statement today. In view of the close relationship between trained people, economic development and prosperity, we respectfully suggest that funding for vocational education should be increased.

If funding for vocational education is not increased in future years, we suggest that the following priorities for funding be established, highest to the lowest:

No. 1, programs that provide training for immediate entry into the work force and retraining. We are finding with the economic conditions existing today that more people are applying to be retrained than ever before in the history of the State. And we are not able to take care of these people.

Second, programs that are needed by the people in the work force to improve or increase productivity—again, this country must start producing more materials, better than ever in the past if we are going to come out of the crisis we are in.

Third, programs dealing with public safety. I think all of us are aware of the many programs in public safety that is necessary to preserve human life and take care of people.

Our fourth point would be programs of exploration and orientation that initially prepare people for further education. That means when we step down into the high schools and into the elementary schools, we may have to set priorities and cut some things if funding is not available to take care of the top. And then all other programs.

That is personally the way that I feel after 27 years of being in here, that we must provide for the adults, people that are ready to go into the work force. These people are the ones that are coming in every day now and clarify just exactly the number of people and all that we have enrolled, as of August 2, we enrolled 592 long-term adults.

And at the same time, this left 2,267 people on the waiting list trying to get into school.

Chairman PERKINS. That is the number you have on the waiting list now, 2,700?

Mr. CHATTIN. We have 2,267 long-term adults on the waiting list trying to get in. That is after enrollment has already occurred. We have 230 high school students that will come in later this month, and the capacity of the school at the present time is 650.

So you can see real quick that we are completely overloaded, no way to take any other person.

The upgrade and apprenticeship program, which starts later this month, we have 901 people on the waiting list to get in to upgrade and apprenticeship training. This we will be able to handle, because it is on the adult level.

Our problem, No. 1, is money. We are talking about lack of facilities to provide education for the number of people that want training. The State of Kentucky has been exceptionally good to us this year. They have passed a $3 million expansion program for the Ashland State Vocational Technical School.

Next year, by September, we hope to have it open, and it will provide instrumentation, heavy equipment maintenance, an extension on auto mechanics and auto body, machine shop, tool and die making, and also our learning lab, and an area for this upgrade and apprenticeship training, which is a very large segment of our training.

This past year, on the cutback of funds, first round, it cost five watchmen and janitors throughout our region on a cutback basis. This year, as of the 1982-83 budget, I would like to refer back to my prepared statement, the regional budget went in for region 10 for a request for $3.4 million.

The State of Kentucky approved $3.1 million, an increase of $300,000, with no new programs or services. The approved budget back is $3,127,334, a reduction of $272,666. These reductions have resulted in the following cuts in region 10:

Elimination of one adult on the farm agricultural program, approximately 25 students; the elimination of one adult welding program, 20 students. This was an ongoing program, completely full, but due to budgetary restraints, we had to let one teacher go.

One industrial coordinator reduced to halftime; one co-op coordinator's position completely eliminated; and classroom supplies reduced by approximately 5 percent. The replacement and new technology equipment was reduced from $750,000 down to $103,000.

There is no way in which the regions can operate unless there is a sufficient amount of Federal, State, and local dollars. We have had the State of Kentucky put in $3 million for expansion; we have had the fiscal court in the counties to deed property in the amount of 4⅞ acres to build a building on; we have industry and labor in our area that have supplied over $90,000 worth of supplies this past year, and supplemented salaries.

And next year, when the building is completed, what bothers me is how are we going to equip, how are we going to operate a facility in which, this year, we have cut back this many people? And in the 1983-84 school budget, we will need roughly $1,246,000. We will need money for salaries, we need money for equipment, and we need money for classroom supplies.

And I don't see how the State of Kentucky, how the local community, with the lack of funds in the State of Kentucky, will be able to offset this additional cost. And I feel that it is an investment in which the Federal Government should play a part in. I think we are sending students throughout the United States for employment. I think they are taxpayers, and the dollar is returned to the Federal Government, and I would hope that this committee

would think seriously in the reauthorization bill, that they would increase in some manner and upgrade, the long-term adult and the apprenticeship type of training for older people.

Thank you.

[The prepared statement of Charles Chattin follows:]

PREPARED STATEMENT OF CHARLES E. CHATTIN, REGIONAL DIRECTOR, VOCATIONAL EDUCATION, REGION 10, ASHLAND, KY.

VOCATIONAL EDUCATION REGION TEN IS COMPOSED OF FIVE EASTERN KENTUCKY COUNTIES LOCATED IN THE SEVENTH CONGRESSIONAL DISTRICT OF KENTUCKY. THE FIVE COUNTIES ARE: BOYD, CARTER, ELLIOTT, GREENUP AND LAWRENCE. THESE COUNTIES ARE WITHIN THE APPALACHIAN REGION OF KENTUCKY.

IT IS THE PHILOSOPHY OF THE ADMINISTRATION AND FACULTY OF VOCATIONAL EDUCATION REGION TEN THAT PEOPLE MAKE THE GREATEST CONTRIBUTION TO THEIR OWN WELL BEING AND TO SOCIETY THROUGH USEFUL AND REWARDING WORK: AND THAT AN INDIVIDUAL'S OPPORTUNITY TO PERFORM USEFUL AND REWARDING WORK DEPENDS LARGELY UPON HIS OR HER PREPARATION FOR WORK.

WE BELIEVE EACH PERSON IS ENTITLED TO WORK PREPARATION THROUGH EDUCATION AND TRAINING IN LINE WITH HIS OR HER INTEREST, ABILITY AND NEEDS; AND THAT PREPARATION SHOULD INCLUDE THE DEVELOPMENT OF ATTITUDES, SKILLS, AND KNOWLEDGE SUFFICIENT TO OBTAIN AND HOLD A JOB AND TO ADVANCE ON A JOB.

WE FURTHER BELIEVE THAT WELL TRAINED PEOPLE ARE NECESSARY IF WE ARE TO ATTAIN THE GOALS OF IMPROVED PRODUCTIVITY, ECONOMIC DEVELOPMENT AND RECOVERY, AND PROSPERITY THAT HAS BEEN ESTABLISHED AT BOTH THE STATE AND NATIONAL LEVELS.

IN KEEPING WITH OUR PHILISOPHY, AS STATED ABOVE, WE RESPECTFULLY SUBMIT THE FOLLOWING:

I. VOCATIONAL EDUCATION REGION TEN MAINTAINS CLOSE TIES WITH BUSINESS, INDUSTRY, LABOR, AND THE COMMUNITY THROUGH A SYSTEM OF ACTIVE ADVISORY COMMITTEES. AT THE SCHOOL LEVEL, EACH INSTRUCTIONAL PROGRAM HAS A CRAFT ADVISORY COMMITTEE COMPOSED OF PEOPLE EMPLOYED IN THAT PARTICULAR TRADE. SUGGESTIONS AND RECOMMENDATIONS FROM THESE COMMITTEES ARE FORWARDED TO APPROPRIATE SCHOOL PERSONNEL AND TO THE REGIONAL ADVISORY COMMITTEE. THE REGIONAL ADVISORY COMMITTEE CURRENTLY HAS 45 MEMBERS REPRESENTING BUSINESS, INDUSTRY, LABOR, AND THE COMMUNITY IN ACCORDANCE WITH APPLICABLE LAWS AND REGULATIONS. THE REGIONAL ADVISORY COMMITTEE WORKS CLOSELY WITH, AND PROVIDES INPUT TO, THE STATE ADVISORY COUNCIL FOR VOCATIONAL EDUCATION.

II. TRAINING FOR EMPLOYMENT IS A GOOD INVESTMENT FOR THE INDIVIDUAL AND FOR SOCIETY.

THE FOLLOWING INFORMATION, TAKEN FROM SURVEYS OF GRADUATES OF LONG TERM ADULT PROGRAMS IN THE ASHLAND STATE VOCATIONAL-TECHNICAL SCHOOL DURING THE PERIOD OF JULY 1, 1973 THROUGH JUNE 30, 1980, WILL SERVE TO ILLUSTRATE THIS POINT. THE SURVEY IS REQUIRED BY PL-93-508 AND IT'S AMENDMENTS AND IMPLEMENTING REGULATIONS DOCUMENTATION IS ON FILE IN THE SCHOOL (SEE ATTACHED CHARTS).

IN COMPARISON, THE CONSTRUCTION COST OF THE ASHLAND STATE VOCATIONAL-TECHNICAL SCHOOL(1967) WAS $1,710,000.00.

PLEASE NOTE THAT 81.5% OF THESE STUDENTS WERE EMPLOYED WITHIN THE APPALACHIAN REGION.

III. WE FEEL THAT IMPROVEMENTS CAN BE MADE AT THE FEDERAL LEVEL. WE RESPECTFULLY SUGGEST THE FOLLOWING:

A. MORE POOLING AND SHARING OF INFORMATION BETWEEN FEDERAL DEPARTMENTS.
EXAMPLE: THE EMPLOYMENT SURVEY OF GRADUATES CITED ABOVE DUPLICATES,

99-544 O—82——2

CHART I

ASHLAND STATE VOCATIONAL-TECHNICAL SCHOOL

ECONOMIC CONTRIBUTION OF FORMER STUDENTS (1973-1980)

FORMER STUDENTS IN TRAINING RELATED EMPLOYMENT ONLY

NOTES:

1. Includes only students who terminated training between 7-1-73 and 6-30-80 and whose employment is documented by their response to surveys required by V.A. (PL-93-508); and by PL-94-482 and Amendments. Documentation is on file in the school.
2. All wages are updated to those reported by 1979-80 students.

Program	Graduates 7-1-73 through 6-30-80	Early Leavers 7-1-73 to 6-30-80	Total in Train. Rel. Employment (Note 1)	Employed within 50 miles of Ashland (within Appalachia)	Average Wage (Note 2)	Annual Economic Contribution
1. Auto Body Repair	43	15	58	42 - 72.4%	$10.08/hr. $20,965/yr.	$1,215,970.00
2. Auto Mechanics	64	23	87	65 - 74.7%	7.24/hr. 15,060/yr.	1,310,220.00
3. Carpentry	29	5	34	13 - 38.2%	7.88/hr. 16,040/yr.	545,360.00
4. Child Care	(New)	4	4	4 - 100%	3.35/hr. 6,968/yr.	27,872.00
5. Commercial Foods	(New)	7	7	6 - 85.7%	3.35/hr. 6,968/yr.	48,775.00
6. Cosmetology	113	4	117	112 - 95.7%	6.50/hr. 13,520/yr.	1,581,840.00
7. Drafting	133	20	153	104 - 67.9%	6.63/hr. 13,800/yr.	2,111,400.00
8. General Clerical	84	12	96	68 - 70.8%	5.20/hr. 10,816/yr.	1,038,336.00
9. Ind. Electricity	97	19	116	95 - 81.9%	7.99/hr. 16,620/yr.	1,927,920.00

EXHIBIT I
(Continued)

ASHLAND STATE VOCATIONAL-TECHNICAL SCHOOL

ECONOMIC CONTRIBUTION OF FORMER STUDENTS (1973-1980)

FORMER STUDENTS IN TRAINING RELATED EMPLOYMENT ONLY

NOTES:
1. Includes only students who terminated training between 7-1-73 and 6-30-80 and whose employment is documented by their response to surveys required by V.A. (PL-93-508); and by PL-94-482 and Amendments. Documentation is on file in the school.
2. All wages are updated to those reported by 1979-80 students.

Program	Graduates 7-1-73 through 6-30-80	Early Leavers 7-1-73 to 6-30-80	Total in Train. Rel. Employment (Note 1)	Employed within 50 miles of Ashland (within Appalachia)	Average Wage (Note 2)	Annual Economic Contribution
10. Ind. Electronics	121	7	128	73 - 57.0%	8.31/hr. 17,300/yr.	2,214,400.00
11. Machine Shop	73	21	94	86 - 91.5%	10.47/hr. 21,788/yr.	1,873,768.00
12. Nurse Assistant	45	0	45	43 - 95.6%	3.50/hr. 7,280/yr.	327,600.00
13. Practical Nursing	143	0	143	139 - 97.2%	4.84/hr. 10,080/yr.	1,441,440.00
14. Radio & TV Repair	42	7	49	35 - 71.4%	6.60/hr. 13,728/yr.	672,672.00
15. Secretarial-Steno	53	10	63	63 - 100.0%	5.20/hr. 10,816/yr.	681,408.00
16. Tool & Die Making	27	8	35	26 - 74.3%	7.89/hr. 16,420/yr.	574,700.00
17. Welding	185	100	285	260 - 91.2%	8.53/hr. 17,760/yr.	5,061,600.00
TOTALS	1,252	262	1,514	1,234 - 81.5%	Average 14,963.86	$22,655,496.00

FOR GRADUATES, SURVEYS REQUIRED BY THE VOCATIONAL EDUCATION ACT OF 1963, AS AMENDED, WHICH REQUIRES FOLLOW-UP OF COMPLETERS AND LEAVERS.

B. WE FEEL THAT SOME OF THE REGULATIONS GOVERNING THE MANY CATEGORIES OF FUNDING SHOULD BE RELAXED TO PROVIDE GREATER FLEXIBILITY IN THE USE OF FUNDS TO PREPARE PEOPLE FOR EMPLOYMENT.
EXAMPLES: THE REGULATIONS AND REPORTS NOW GOVERNING FUNDING FOR DISADVANTAGED, HANDICAPPED, MINORITIES, ENERGY, ETC.

C. IN VIEW OF THE CLOSE RELATIONSHIP BETWEEN TRAINED PEOPLE, ECONOMIC DEVELOPMENT, AND PROSPERITY, WE RESPECTFULLY SUGGEST THAT FUNDING FOR VOCATIONAL EDUCATION SHOULD BE INCREASED. IF FUNDING FOR VOCATIONAL EDUCATION IS NOT INCREASED IN FUTURE YEARS, WE SUGGEST THAT THE FOLLOWING PRIORITIES FOR FUNDING BE ESTABLISHED (HIGHEST TO LOWEST).

1. PROGRAMS THAT PROVIDE TRAINING FOR IMMEDIATE ENTRY INTO THE WORK FORCE.

2. PROGRAMS THAT ARE NEEDED BY PEOPLE IN THE WORK FORCE TO IMPROVE OR INCREASE PRODUCTIVITY.

3. PROGRAMS DEALING WITH PUBLIC SAFETY.

4. PROGRAMS OF EXPLORATION AND ORIENTATION THAT INITIALLY PREPARE PEOPLE FOR FURTHER EDUCATION.

5. ALL OTHER PROGRAMS.

D. IF THE BLOCK GRANT CONCEPT OF FUNDING THAT IS CURRENTLY BEING CONSIDERED AT THE FEDERAL LEVEL IS IMPLEMENTED, WE STRONGLY SUGGEST THAT VOCATIONAL EDUCATION FUNDS, PROVIDED TO THE STATES, BE DESIGNATED FOR VOCATIONAL EDUCATION.

E. DUE TO REDUCTIONS IN, EQUIPMENT AND PERSONNEL ALREADY IMPLEMENTED IN KENTUCKY, WE FEEL THAT IF FEDERAL AND STATE FUNDING IS NOT INCREASED, THE RESULT WILL BE FURTHER CURTAILMENT OR ELIMINATION OF PROGRAMS AND SERVICES.

IV. AT THE REGIONAL AND LOCAL LEVELS, WE RESPECTFULLY SUBMIT THE FOLLOWING:

A. BUSINESS AND INDUSTRIAL EXPANSION IN THE LOCAL AREA NOW IN PROGRESS, ANNOUNCED, AND IN VARIOUS STAGES OF PLANNING WILL REQUIRE LARGE NUMBERS OF TRAINED PEOPLE DURING THE 1980'S.

B. PLANNED INCREASES IN DEFENSE SPENDING BY THE FEDERAL GOVERNMENT WILL CREATE ADDITIONAL DEMANDS FOR TRAINED PEOPLE.

C. DEMAND FOR UPGRADE AND APPRENTICESHIP TRAINING BY BUSINESS, INDUSTRY, LABOR, AND INDIVIDUALS IS EXPECTED TO INCREASE AS EFFORTS ARE MADE TO IMPROVE PRODUCTIVITY.

D. DURING THE 1981-82 SCHOOL YEAR, ALL PROGRAMS IN THE REGION OPERATED AT CAPACITY. ENROLLMENT IN VOCATIONAL EDUCATION PROGRAMS FOR THE YEAR WAS AS FOLLOWS:

LONG TERM ADULT	908
POST-SECONDARY	1,414
SECONDARY (1/2 TIME)	10,755
EVENING EXTENSION	4,318
CETA	96
	17,491

THE REGION CANNOT MEET THE DEMANDS FOR TRAINING DUE TO INADEQUATE FACILITIES (SEE ATTACHED WAITING LIST).

-4-

CHART 2

ASHLAND STATE VOCATIONAL-TECHNICAL SCHOOL

WAITING LIST FOR LONG TERM ADULT PROGRAMS

AS OF

AUGUST 13, 1982

PROGRAM	KY. RES.	OUT OF STATE	TOTAL
1. AUTO BODY REPAIR	42	3	45
2. AUTO MECHANICS	44	0	44
3. GENERAL CLERICAL	31	0	31
4. SECRETARIAL-STENOGRAPHIC	24	0	24
5. CHILD CARE	5	0	5
6. COMMERICAL FOODS	1	0	1
7. COSMETOLOGY	207	5	212
8. DRAFTING	97	5	102
9. ELECTRICITY	91	26	117
10. ELECTRONICS	23	3	26
11. MACHINE SHOP	83	9	92
12. NURSE ASSISTANT	373	16	389
13. LICENSED PRACTICAL NURSE	671	100	771
14. RADIO & TV REPAIR	3	1	4
15. TOOL & DIE MAKING	9	8	17
16. WELDING	179	135	314
17. CARPENTRY	38	2	40
18. DIESEL MECHANICS/HEAVY EQUIP.	30	0	30
19. HYDRAULICS	0	1	1
20. INSTRUMENTATION	2	0	2
SCHOOL TOTALS	1953	314	2267

E. AT THIS TIME, THERE ARE 2,267 PEOPLE ON WAITING LISTS FOR LONG TERM ADULT PREPARATORY PROGRAMS AT THE ASHLAND STATE VOCATIONAL-TECHNICAL SCHOOL. THIS IS AN INCREASE OF 303 SINCE THE HEARINGS CONDUCTED DURING FEBRUARY 1982 (SEE ATTACHED LIST). THERE ARE 910 PEOPLE ON WAITING LISTS FOR UPGRADE AND APPRENTICESHIP TRAINING IN REGION TEN, AN INCREASE OF 223 SINCE FEBRUARY 1, 1982. THESE WAITING LISTS ARE DUE TO INADEQUATE FACILITIES FOR TRAINING.

F. THE FOLLOWING STEPS ARE BEING TAKEN TO PROVIDE ADDITIONAL TRAINING OPPORTUNITIES IN THE REGION.

1. A DIESEL MECHANICS SHOP HAS BEEN ADDED TO THE BOYD COUNTY VOCATIONAL EDUCATION CENTER TO SERVE SECONDARY STUDENTS. CONSTRUCTION FUNDS WERE PROVIDED BY THE LOCAL BOARD OF EDUCATION WITH $50,000 FOR EQUIPMENT THROUGH THE APPLACHIAN REGIONAL COMMISSION.
2. A PROPOSAL HAS BEEN SUBMITTED FOR A VOCATIONAL EDUCATION DEPARTMENT IN ELLIOTT COUNTY HIGH SCHOOL TO SERVE SECONDARY STUDENTS. PROPERTY AND THE LOCAL SHARE OF FUNDING ARE AVAILABLE. THE STATE SHARE OF FUNDING IS FROZEN AT THIS TIME.
3. AN EXPANSION/RENOVATION PROPOSAL IN THE ASHLAND STATE VOCATIONAL-TECHNICAL SCHOOL HAS BEEN APPROVED BY THE BUREAU OF VOCATIONAL EDUCATION, AND FUNDED BY THE GENERAL ASSEMBLY. CONSTRUCTION CONTRACTS ARE EXPECTED TO BE FINALIZED IN OCTOBER 1982. AT CURRENT PRICES, APPROXIMATELY $3.0 MILLION WAS APPROVED FOR THIS PROJECT. ADDITIONAL FUNDS FOR PERSONNEL AND OPERATING COST WILL BE REQUIRED. DOCUMENTATION OF THE NEED FOR, AND PUBLIC SUPPORT OF, THESE PROJECTS IS ON FILE IN THE SCHOOL. THE PROJECT WILL PROVIDE SPACE FOR TRAINING IN HEAVY EQUIPMENT MAINTENANCE,

INDUSTRIAL INSTRUMENTATION, AND WOULD EXPAND THE PRESENT AUTO MECHANICS, AUTO BODY, MACHINE SHOP, AND TOOL & DIE MAKING PROGRAMS. IT WILL ALSO PROVIDE ADDITIONAL SPACE FOR APPRENTICESHIP AND UPGRADE TRAINING, AND FOR PUBLIC SERVICE AND FIRST AID TRAINING. A LEARNING CENTER IS ALSO INCLUDED.

4. THE REGIONAL BUDGET FOR 1980-81 WAS APPROXIMATELY $3.1 MILLION. THE REQUEST FOR A CONTINUATION BUDGET FOR 1981-82 WAS $3.4 MILLION, AN INCREASE OF $300,000 WITH NO NEW PROGRAMS OR SERVICES. THE APPROVED BUDGET IS $3,127,334 A REDUCTION OF $272,666. THESE REDUCTIONS HAVE RESULTED IN THE FOLLOWING CUTS IN REGION TEN:
    1. ELIMINATION OF ONE ADULT ON THE FARM AGRICULTURE PROGRAM (25 STUDENTS).
    2. ELIMINATION OF ONE ADULT WELDING PROGRAM (20 STUDENTS).
    3. ONE INDUSTRIAL COORDINATOR REDUCED TO 1/2 TIME.
    4. ONE CO-OP COORDINATOR'S POSITION ELIMINATED.
    5. CLASSROOM SUPPLIES REDUCED BY 5%.
    6. REPLACEMENT AND NEW TECHNOLOGY EQUIPMENT WAS REDUCED FROM $750,000 to $103,000.
5. ANOTHER SERIOUS PROBLEM ON THE HORIZON IS THE LACK OF FUNDING FOR REPLACEMENT EQUIPMENT. IF THE CURRENT SITUATION CONTINUES FOR AN EXTENDED PERIOD, THE QUALITY OF PROGRAMS WILL BE ADVERSELY EFFECTED.

V. BUSINESS, INDUSTRY, AND LABOR IN THE AREA HAVE BEEN VERY GENEROUS IN SUPPORTING VOCATIONAL EDUCATION. THEIR SUPPORT, WHICH INCLUDES MATERIALS, EQUIPMENT, SUPPLIES, SALARY SUPPLEMENTS, AND SUPPORT FOR THE SCHOLARSHIP FOUNDATION AT ASHLAND STATE VOCATIONAL-TECHNICAL SCHOOL TOTALS MORE THAN $90,000 PER YEAR. A STRONG COOPERATIVE EDUCATION PROGRAM IS IN PROGRESS

WITH LOCAL BUSINESS AND INDUSTRY PROVIDING TRAINING STATIONS FOR VOCATIONAL STUDENTS (SEE ATTACHED SHEET). BETWEEN 1977 AND 1981, 354 LONG TERM ADULT STUDENTS HAVE PARTICIPATED IN THE PROGRAM, WITH 282 (80.0%) OF THEM BEING EMPLOYED PERMANENTLY OR CONTINUING THEIR EDUCATION UPON GRADUATION FROM THE VOCATIONAL SCHOOL. THE ATTACHED SHEET PROVIDES A PICTURE OF THEIR EARNINGS WHILE THEY PARTICIPATED IN THE CO-OP PROGRAM.

VI. WE BELIEVE THAT THROUGH THE COOPERATION OF FEDERAL, STATE, AND LOCAL GOVERNMENTS WITH EDUCATION, BUSINESS, INDUSTRY, AND LABOR THE GOALS OF ECONOMIC RECOVERY, PROGRESS, AND PROSPERITY WILL BE ATTAINED.

VII. WE BELIEVE, IN VIEW OF THE BUDGET CUTS ALREADY IMPLEMENTED AT BOTH FEDERAL AND STATE LEVELS, THAT ADDITIONAL CUTS OF ANY AMOUNT CAN ONLY RESULT IN MORE SERIOUS CUTS IN PROGRAMS AND SERVICES.

VIII. AT THE LOCAL LEVEL, OUR NEEDS FOR ADDITIONAL FUNDING DURING THE 1983-84 YEAR ARE AS FOLLOWS:

1. FOR SALARIES (TO REPLACE PERSONNEL NOW ON LAY-OFF AND STAFF OUR NEW FACILITY)	$ 260,000
2. EQUIPMENT (TO RESTORE CUTS MADE AND CONTINUE TO REPLACE OBSOLETE EQUIPMENT)	950,000
3. SUPPLIES (CLASSROOM SUPPLIES NEEDED IN THE NEW FACILITY)	36,000
TOTAL	$1,246,000

THANK YOU FOR THE OPPORTUNITY TO PRESENT OUR VIEWS ON THE ACCOMPLISHMENTS, OPPORTUNITIES, AND NEEDS OF VOCATIONAL EDUCATION IN OUR REGION.

CHART 3

ASHLAND STATE VOCATIONAL-TECHNICAL SCHOOL

EARNINGS OF STUDENTS WHILE PARTICIPATING IN COOPERATIVE EDUCATION PROGRAM

PROGRAM	1977-78	1978-79	1979-80	1980-81	1-31-82 1981-82	TOTAL
AUTO BODY REPAIR	$12,863.00	$10,393.00	$11,088.00	$13,504.00	$9,376.04	$57,424.04
AUTO MECHANICS	17,159.00	18,270.00	7,457.00	7,448.00	3,169.70	53,503.70
DRAFTING	41,744.00	38,114.00	38,251.00	46,384.00	36,605.64	201,098.64
CARPENTRY	4,795.00	1,344.00	5,560.00	3,200.00	718.16	15,817.16
ELECTRICITY	29,801.00	23,360.00	22,034.00	33,216.00	17,043.81	125,454.81
MACHINE SHOP	1,679.00	12,244.00	17,280.00	9,360.00	1,864.80	42,427.80
WELDING	10,739.00	24,944.00	25,672.00	11,552.00	——	72,907.00
TOOL & DIE MAKING	2,150.00	5,414.00	12,000.00	4,000.00	——	23,564.00
RADIO & TV REPAIR	——	——	1,488.00	——	——	1,488.00
Business & Office	——	——	——	——	458.40	458.40
SCHOOL TOTAL	$120,930.00	$134,483.00	$140,830.00	$128,664.00	$69,236.55	$594,143.55

Chairman PERKINS. Mr. Goodling is the one to ask you a few questions. He is going to run back and forth, but to my way of thinking, money is spent in the area of vocational training is the cheapest insurance in the world against unemployment. I have been hesitating about putting a bill through this committee, because I think from the Federal level, we must have additional funding.

And right at the present time, the climate is not exactly right on the floor of the House, and especially not right in the Senate, but we are looking after the welfare of the vocational institutions of the Nation, and we must have additional funding, and I think the Government has got to bear its part.

Mr. Goodling.

Mr. GOODLING. Thank you, Mr. Chairman.

I have the Secretary of State across the hall, so I have to run back and forth, get a little bit of Kentucky and get a little bit of the entire world this morning.

First of all, let me say I agree with the Chairman about our role and, of course, I am pretty happy that at a budget-cutting time in our first concurrent budget resolution, as a matter of fact, we increased vocational education by $20 million. I think that is kind of remarkable at this particular time and, of course, with inflation down, $20 million means a little more than in the past year.

Two questions: I noticed you say you have 908 long-term adults in training. How many shifts do you run in your vocational——

Mr. CHATTIN. We run from 8 in the morning until 10:30 at night, double shifts, and on Saturdays.

Mr. GOODLING. Double shifts.

Mr. CHATTIN. Yes.

Mr. GOODLING. And is most of your adult training in the evening shifts?

Mr. CHATTIN. Most of the upgrade apprenticeship, but the long-term adult is basically in the daytime and on second shift. We run until 3, and we start another shift at 3:30. Again, when we talk strictly in terms of facilities, I think it is a misstatement even in the prepared statement that operating funds would still alleviate some more of these problems, because we could run probably two or three other classes in the evening, but with our cutbacks, there is no way.

Mr. GOODLING. And the second question I had, I noticed you include 96 in CETA. We just reauthorized, or came up with a new program, and in that new program, of course, we were trying to get vocational education more involved in the CETA training part. The 96, what percentage of CETA trainees is that in your area? Do you have any idea?

In other words, who is doing the others, and how many people are we talking about?

Mr. CHATTIN. Well, we only had 96 people. We had about 4 to 5 programs in CETA for the year. That is all of the funding that BMS had coming into——

Mr. GOODLING. What I meant was beyond what you are doing in the vocational education area, who else is training——

Mr. CHATTIN. Only the BIC organization, but now, BIC did not have any programs in our area this past year.

Mr. GOODLING. But you had no other people that were doing CETA training?

Mr. CHATTIN. No. The community college has the displaced homemakers, which they do some. And they normally work it through us.

Mr. GOODLING. Those were the finest salespersons I have ever heard for a Federal program in my life. My area of the vocational educational school is doing that. And we had a meeting before the press, and I never heard such good salespersons for a program as those ladies who were there selling that program.

The hired employees didn't have to say anything. The students said it all.

Thank you.

Chairman PERKINS. Thank you. We have got a rollcall on, approval of the Journal. I will recess the committee about 6 minutes. I will go over and vote and get right back.

[Recess.]

Chairman PERKINS. Mr. Skaggs from Paintsville, Ky. Go ahead.

STATEMENT OF BRONELLE SKAGGS, REGIONAL DIRECTOR, VOCATIONAL REGION 11, PAINTSVILLE, KY.

Mr. SKAGGS. Thank you, Mr. Perkins. It is a considered honor to be asked to come this morning, and as you know, vocational education has played a major role in the lives of the people of the mountains of eastern Kentucky, and in the 5-county area that I represent, there are 181,000 people, and without vocational education, it would have been disaster for our people.

To specifically answer some of the things that you have asked, the cut in Federal funds has resulted in losing funding for a co-op coordinator——

Chairman PERKINS. When did George Ramey retire, 1971 or 1972?

Mr. SKAGGS. 1975.

Chairman PERKINS. 1975.

Mr. SKAGGS. Yes.

Chairman PERKINS. Time gets away so fast. Go ahead.

Mr. SKAGGS. We lost funding for a co-op coordinator this last year, and he was co-oping from 60 to 90 students a year with business and industry. We have had to try to absorb that with our staff.

We have lost two support people, one in our learning resource lab, and another support person. The use of Federal funds, we feel, are extremely important. We have three guidance counselors on our staff, and two of them were funded with Federal funds through the Vocational Education Act.

Our student/counselor ratio currently is about 1 to 600 students, and if we should lose those two counselors, then the student ratio would go to about 1 counselor for 2,000 students, and that is just a hopeless situation.

We have four teachers on the staff that are supported by Federal funds. These are support people in our learning center, where we try to improve the basic skills of people who come, they are low in reading and math, things of this area.

We have three other teachers who work on those areas, and also one of those three is a consumer and family life skill teacher. We feel that not only must we teach people the trade, but how to use the money that they earned after they have learned the trade.

And we think that is extremely important.

Our waiting list at the Mayo school, we have the highest enrollment in the history of the school. Just a few days ago, we had 734 students, I believe, plus we are going to add about 150 secondary, and this will be the highest enrollment in the history of the school.

Last week, we had 833 on the waiting list for long-term postsecondary programs that we could not enroll. Our longest waiting list——

Chairman PERKINS. How long has it been since you got your last new building there? It has just been a couple of years, hasn't it?

Mr. SKAGGS. The last building was completed 5 years ago, I believe.

Chairman PERKINS. Five years ago.

Mr. SKAGGS. Yes, and we need to expand.

Our longest waiting list is in data processing, in diesel mechanics, mine mechanics follow that with cosmetology, people are begging to get in these programs.

Chairman PERKINS. Nursing, I know, because I tried last week, the week before——

Mr. SKAGGS. That is correct, Mr. Perkins. Nursing has a long waiting list.

The use of Federal funds, if you add all the Federal funds that we have, approximately 20 percent of our budget is made up of Federal funds, and our budget exceeds $4 million. It seems to me that it is extremely important——

Chairman PERKINS. You are including student aid in that——

Mr. SKAGGS. Yes.

It seems to me that we need categorical aid for vocational education to continue similar to what we have in the 1963 Vocational Education Act, and it needs to be increased. We see the demand for vocational education remaining very strong in the future. We need it to help us keep the equipment modern, to upgrade our staff professionally.

In the summer, many of our people are going back to business and industry to improve their technology. There is a real challenge, it seems to me, in this country, if we are going to build complex technological equipment, we are going to have to have trained personnel, skilled people to do that, to operate it and maintain it.

We feel there is a strong need for cooperation between the State and Federal Government as historically it has been true, to provide for the needs of our people.

Chairman PERKINS. That concludes your statement? All right.

[The prepared statement of Skaggs Bronelle follows:]

PREPARED STATEMENT OF BRONELLE SKAGGS, VOCATIONAL EDUCATION REGIONAL ADMINISTRATOR, PAINTSVILLE, KY.

VOCATIONAL EDUCATION NEEDS

I am Bronelle Skaggs, Vocational Education Regional Administrator, from Paintsville, Kentucky. I am directly responsible for six vocational schools in Floyd, Johnson, Magoffin, Martin, and Pike Counties and also work with seven local school dis-

tricts in these five counties. We are located in the eastern part of our state in the mountains and coal fields. Life has been hard over the years and only recently have we seen the bonds of poverty begin to loosen its grip on our people. Many things have contributed to our success; better roads, increased demand for coal, better public services, better medical facilities, in-migration of some major businesses, and better schools. Our vocational schools have played a major role in preparing our people for the skilled jobs that are evolving. For this upward trend to continue, vocational-technical training must continue at a high level so that our people will have the skills to successfully enter the world of work.

Currently, the Mayo State Vocational-Technical School, our primary post-secondary center in the region, located at Paintsville, has 833 people on the waiting lists. Our longest waiting lists are in Data Processing—134, followed by 114 in Business Education. Other high demand programs are Diesel Mechanics—88, Mine Mechanics—70, Cosmetology—105, Auto Mechanics—64, and Welding—58. All twenty programs offered have some people on the waiting lists.

With people desperately needing training and enough people on the waiting lists to almost fill Mayo again, this seems to be a poor time to reduce funding. When employers are being more selective in employment and the labor pool swelling, the need for skilled training increases. We have lost funding for a co-op coordinator and we are attempting to absorb this with our current staff. An aide in our Learning Center was lost and no replacement is possible. An aide in the Day Care Center was lost and that had to be absorbed. We need more money for equipment that is not on the horizon. The rate of equipment replacement must be increased to keep peace with technology.

If further reductions of federal funds are made, we would probably have to lay off two counselors. This would change the counselor/pupil ratio that is now too high at 600 to one to 2,000 to one, which is totally unrealistic. In addition, our Day Care Center would have to be closed resulting in students dropping out of school. Three related teachers would likely be laid off, drastically reducing student support services.

If our waiting lists have any validity, and we believe they do, we need at least eight additional teachers to teach in the evenings to meet the needs of our people and to efficiently utilize the facilities and equipment that we currently have. Our schools region-wide should operate on extended hours. The human need is evident, funds inhibit meeting these needs. To point this out more vividly, last week one male student related to us that he had no money to buy food for his child. We are striving to help him. Hopefully, he can remain in school and learn vocational skills that will lead to employment and the resources to support his family.

It seems obvious that Kentucky cannot meet the vocational education needs of the people without continuing strong federal support. In a nation striving to improve its military status high technology equipment cannot be built or maintained without a technically trained work force. More energy efficient appliances and equipment require more technical knowledge to build and maintain. Robots and computers are the tools of today. Untrained people will not maintain these devices. We are in the cybernetic age. Federal and state supported vocational programs are essential to our people to meet the challenges of the technological age.

A strong federal thrust for vocational education is needed to meet the retraining needs of the people who are laid off because many of them must be retrained before employment is possible. I believe vocational education can and must play a major role in retraining people for jobs that are currently available.

One area of vocational education that is often overlooked is the area of student organizations. Perhaps at no time in our history has the need for leadership development been more critical. Student organizations such as the Vocational Industrial Clubs of America have played a vital role in leadership and citizenship development. These organizations need to be an integral part of the vocational education program. Strong federal support is needed to keep this movement alive. The Vocational Industrial Clubs of Kentucky will have little meaning compared to a nationwide student organization.

The uneducated person cannot compete with the educated person, other things being equal. It seems to me that federal funds to support vocational education all across this nation are essential if we are to avoid the ravages of unemployment, broken families, broken lives, loss of human potential and the destruction of feeling one cannot contribute to themselves, their family, and to society.

Chairman PERKINS. We will hear from Walter. Mr. Prater, go ahead, from Hazard, before we ask you questions.

STATEMENT OF WALTER PRATER, REGIONAL DIRECTOR, VOCATIONAL REGION 12, HAZARD, KY.

Mr. PRATER. Congressman Perkins and members of the committee, it is indeed an honor for me to appear here. I think we need to be enthusiastic about vocational education. It is a product worth selling. I would love to see more people out here today listening to the good things that are happening in Kentucky.

You need a good road map if you are going to travel. I believe in the State of Kentucky a number of years ago we developed that road map, so we would know where we were going.

We have a constituency out there to serve, find out what their needs are, and program accordingly. In our State, we have 14 regions. Those regions were established for the purpose of reaching out and serving the entire citizenry.

We have been fairly successful in receiving the funding, both at the Federal, and State, local levels, to carry out our plan. I guess I represent region 12, population of roughly 134,000 people, and your district, which is a little over a half a million.

The entire State of Kentucky today is roughly 3.8 million people. Of course, in my area, we have coal mining as our principal occupation. Today, in region 12, we have about 12,000 coal miners. They are producing 30 million tons of coal annually. And of course, we know what the needs are for energy in this country.

Our programs, naturally, are based on the needs of the coalfields. We are training people to man the jobs in coal mining. And let me say that technology is changing daily. If we are to keep our people trained, and ready to move in and take over the new jobs that are created by new technologies, then certainly we are going to have to have the funding to do it.

We have, in the immediate area that I am from, shovels that are stripping mountaintops. We refer to it as mountaintop removal. They simply take off the top of the mountain, get down to the layer of coal, and remove the coal from that pit.

They are going so far as to fill up the valleys with these units of equipment, and build airports. We have built into our instructional program a simulated model mine. Now, this is the closest thing we can get to a real mine. The coal operators have bought this, they are in full support of it. They have provided us with over $500,000 in equipment over the past several years.

And in the last 3 years, I believe they have contributed something in the neighborhood of $200,000 in units of specialized equipment that are used for both surface and underground mining.

We do training within this mine which very closely simulates the real thing. We can teach people to roof bolt in this model mine. We can teach ventilation. We can teach the testing of the rib of the roof, the face of the coal. We can teach them to monitor for methane.

And hopefully, through these efforts, there will be safer coal miners, cutting down on the accident rate that we have experienced up to this point.

I have seen coal mining change. And I am sure you can recall the mechanization that has taken place in coal mining. Years ago, when I first came to vocational education, a section of coal miners,

maybe 150 people, would be out there with pick and shovels. Today, with 11 people, and the modern units of equipment, they outproduce those 150.

You might say, "Well, they have displaced a lot of people, put them out of jobs." No; they didn't put them out of jobs. They displaced them, yes. But the new technologies, the support programs in getting the raw product all the way out to——

Chairman PERKINS. I think we all realize that is the future for everything, automation.

Go ahead.

Mr. PRATER. So, we are pushing for money that will assist us in upgrading our training programs and help us to retrain as the need arises.

Can you imagine a second industrial revolution? I know, in our inservice meetings recently, we had robots being talked about, inservice, on the future for them, as far as vocational education is concerned.

Can you imagine robots actually doing coal mining? Computers designing, ordering robots to carry out the production of certain kinds of equipment on assembly lines? In particular, in the dangerous occupational areas?

We see this coming, and we need to be thinking ahead as Americans, as Kentuckians, and be prepared for this type of revolution, when and if it strikes us. It has already hit Japan. They have one factory that I am aware of, read about, that does turn out actual manufactured products through the utilization of computers designing and robots producing.

So, I guess we have a good thing going in vocational education. We need upgraded programs with our equipment; we need additional facilities; we need counseling; we are hurting for teachers; we have two vacant programs today simply because we can't find qualified teachers to put in the classroom.

Educational professional money is necessary, if we are to keep the programs in tune with the needs of industry. Of course, in region 12, we have the waiting list as well. We have a large section of our people who are simply unable to get in the training program because of the lack of opportunity.

And I guess if this Nation owes her people any one thing, it is an opportunity, if they fail to take advantage of it, then that is another song.

So I am saying that postsecondary programs must be expanded, funds must be made available to upgrade and retrain those people who are put out of work, because of modern technology. The robot, for example.

Industry, certainly, is working with us. We have the coop program, which is, I think, one of the outstanding programs helping the individual to move from the school to industry.

It is a transition, and certainly, it helps that individual to get out there and spend a portion of his or her time prior to going into employment on a full-time basis.

Mine safety, we are doing a good bit of that as it relates to the people off the street. No more can you handle that person in the coal mine, unless they have been trained in advance.

We are doing a great amount of that. We think that is a need that has been federally funded. However, as of this fiscal year, we are no longer receiving Federal dollars to support that program.

I think the need for continued support is very evident. The Federal Government has a vested interest in the citizenry of this country. We have national defense; we have our nationwide economic development, and certainly a trained work force is essential if we are to be successful in this country.

So, it behooves all of us to look down the road and to make plans to keep our country on course, and one of the ingredients to do that is a sound vocational education program.

Thank you.

[The prepared statement of Walter Prater follows:]

PREPARED STATEMENT OF WALTER PRATER, REGIONAL DIRECTOR, VOCATIONAL EDUCATION REGION 12, HAZARD, KY.

Vocational education region 12 is composed of eight eastern Kentucky counties located in the Seventh Congressional District of Kentucky. They are: Breathitt, Knott, Lee, Leslie, Letcher, Perry, Owsley and Wolfe.

It is the philosophy of the administration and faculty of vocational education region 12 that people make the greatest contribution to themselves and to society through useful and rewarding work, and that each individual's opportunity to perform useful and rewarding work depends largely upon his or her preparation for work.

We believe each individual is entitled to work preparation through quality education and training in line with his or her interest, aptitude, ability and needs, and that preparation should include the development of attitudes, skills, and knowledge adequate to obtain and hold a job and to advance on the job.

We further believe that well trained people are necessary if our Nation is to attain the goals of increased productivity and economic development, and recover the prosperity that this nation has experienced at both the State and national levels for the past several decades.

In keeping with the philosophy, as stated above, we respectfully submit the following in support of continued Federal funding for vocational education.

There are three decisions in life that everyone must make that will determine in large measure the contribution they will make to themselves, their family and to society. These three decisions are their spiritual relationship, their family relationship and their chosen vocation as it relates to their working life. None of these decisions can be made lightly and all will require careful analysis, planning, work and dedication. The area that I want to attempt to bring into proper perspective is the decision regarding our vocation.

Congress became aware many years ago when they passed the Smith-Hughes Act in 1917, that Federal support was essential to the development of vocational education. The congressional bipartisan support for this program over more than 60 years has nurtured the development of a dynamic educational program designed to help individuals become self-sufficient and for communities to build a sound economic base. Vocational education facilities in region 12 have been upgraded from dilapidated buildings to modern facilities, equipment has been updated, new technologies have expanded, sex equity has been introduced and promoted, activities have been started to keep programs in tune with changing national concerns, and services for disadvantaged and handicapped students have greatly expanded. Region 12 vocational programs not only train coal miners, welders, carpenters, electronic technicians, office workers, heavy equipment operators, nurses, mechanics and many others but provide student organizations that develop citizenship, leadership, cooperation, patriotism and concern for others. Perhaps at no time in our history have we needed these attributes taught more than today.

At this moment we are approaching decision time. Should legislation be approved that will lump vocational education into a "Block Grant" with a reduction of funds from the sum of the congressionally-enacted appropriation for fiscal year 1982 or should appropriations remain the same or be increased. If the administration's proposal is approved and Federal cuts are made, vocational education region 12, serving an eight county region of eastern Kentucky, will be greatly hampered in its efforts to produce skilled workers. For the 1982 fiscal year, direct operated programs

in vocational education region 12 received a total of $439,473 Federal dollars or 13.6 percent of the total budget. Part of these dollars were used to update obsolete equipment in all programs. Programs receiving 50 to 100 percent funding were: Learning lab, related instruction, counseling, consumer education, work study and cooperative education. A reduction in these funds plus competing with other programs in a block grant would mean a loss of five programs and eight employees in vocational education region 12.

These programs would have the greatest impact on students needing support services designed to build their basic skills to complete training and become wage earners and taxpayers. In region 12 approximately 66 percent of the secondary and adult-long-term students are disadvantaged and/or handicapped. At the end of the 1981-82 school year region 12 had served approximately 2,700 secondary and adult-long-term students in guidance and counseling, related instruction, learning lab (to include GED), and financial services of which approximately 1,782 were disadvantaged and handicapped. The loss of any fractional portion of these services will be counterproductive and contribute to an increased dropout rate.

I would like to give you a few examples of successes due to these support services. Lawton Sexton, a deaf mute from a large family and son of a disabled serviceman, entered auto body training at the Hazard State Vocational-Technical School in 1978 and completed in 1980. His training assisted him to develop socially and emotionally as well as gaining the knowledge and skills he needed to open his own business where he is presently a successful taxpayer. Edith Everidge and Cretia Barnett, sisters, entered the cosmetology program at the Hazard State Vocational-Technical School. Edith dropped out before completing the eighth grade and Cretia was a high school dropout, a divorcee, and had a child to support. Through many hours of assistance in related subjects and the learning lab, both were able to pass a GED, graduate and pass their State board exams. These sisters are owners and operators of a successful beauty salon in the community of Sassafras, Perry County, Ky. At 32, Douglas Maggard, Chavies, Ky., was seriously injured in an auto accident and his leg crippled to the point he could no longer continue to work in the log woods and support his family. He entered the industrial electricity program at the Hazard State Vocational-Technical School, graduated and organized Maggard Electric Co., a small mine machine repair business. In 1977 Maggard Electric Co., which specializes in rebuilding electric motors, had 22 coal company accounts.

In addition, in 1981-82 school year, region 12 served 1,706 students in mine safety training programs. With the number of miners killed in Kentucky alone in recent months, we must all acknowledge the need for this training. This program has been federally funded, however, Federal funds have been eliminated necessitating a drastic cut in the program. If we hope to curtail mining fatalities in the future, we must expand training in this area.

Business, industry, and labor in the area have been very generous in supporting vocational education. Their support, which includes materials, equipment and supplies, totals more than $200,000 over the past 3 years. A strong cooperative program is in progress with local business and industry providing the training stations for vocational education students. This program helps the school to stay in tune with the needs of business and industry and assists the students in making the transition from school to the job.

A proposal for expanding the Hazard State Vocational-Technical School has been submitted to the Bureau of Vocational Education. The project has been assigned a high priority and should be funded at the next session of the State legislature. At current construction prices, approximately $3.5 million is needed for this project. Additional funds for personnel and operating costs will be required. Documentation of the need for this project and programing are on file at the school.

The following figures showing the number on the waiting lists for this region indicate the need for continued Federal funding.

Direct operated programs:	
Secondary and adult long term	884
CETA	260
Public service occupations	400
MSHA	175
Reimbursed programs	600
Grand total	2,319

The basis for a Federal investment in vocational education remains the same today as it was more than a half century ago when Congress established the concept of Federal support through passage of the Smith-Hughes Act. The goal is to strength-

en vocational education's ability to prepare a skilled workforce and to help solve certain national economic and social problems through a partnership of Federal, State, and local governments.

The national needs of today that vocational education can help address are clearly part of the Federal agenda. They include:

1. Responding to the need for a skilled labor force without regard to State boundaries.
2. Retraining displaced workers and other unemployed citizens for available jobs.
3. Training the workers required for the buildup of our national defense capacity.
4. Offering the extra services required to make the disadvantaged employable.
5. Providing depressed communities the capacity they need to offer vocational education programs of high quality.
6. Strengthening collaboration between vocational education and the Department of Labor in efforts to give disadvantaged Americans the special help they need to become employable.

Vocational education has an established track record in all of these areas. With a strengthened Federal, State and local partnership it can be a vital part of our national economic recovery efforts.

We recognize the difficult issues which the President and Congress face in attempting to reduce inflation and balance the budget, yet failure to increase appropriations to vocational education or reduce appropriations using the block grant will have the effect of heightening rather than reducing our economic problems of inflation, youth unemployment, reduced productivity and the shortage of skilled workers and it would be counter-productive to allow these facilities to stand vacant while our unemployment rate continues to rise.

Over the past decade Federal support for vocational education has tailed off and local and State dollars have not made up the difference. With the demand for State and local dollars, there is no reason to believe it will happen now.

In the block grant approach the State would have discretion over which programs and activities to fund and vocational education would compete with adult education and other programs for a smaller pot of money. A political "free-for-all" could be expected for the scarce State resources. I seriously doubt that vocational education has the political muscle to secure adequate funding for continuation of programs and services.

Vocational education is a unique component of the American educational system. it is the most effective bridge between schools and the workplace. Vocational education provides an alternative for thousands of youth who without such an option would become dropouts from school and society. Furthermore, literally tens of thousands of principal wage earners have been displaced with new technologies and provisions must be made for them to re-enter the labor market. Involvement in vocational education can set the youth and the persons who possess obsolete trade skills on the paths to productive careers, preparing them to become contributors to society rather than drains upon it.

Yet vocational education provides far more than entry-level training. Vocational education programs at the post-secondary level are essential for addressing critical skilled worker requirements that are key elements in our economic recovery program.

Vocational education is also able to work closely with business in providing customized training to meet employers' needs for worker training and retraining required as businesses and industries retool, expand and update their plants.

At the same time, vocational education is a partner with labor, providing much of the related education required for apprenticeship programs and offering the prerequisite training needed for entry into these programs.

Finally, vocational education must be a partner with government in efforts required to put our Nation on the course to economic recovery and an increased defense capability.

We must develop the productive capability of our human resources—our most prized resource—and not allow our social programs to grow. Every individual in America should have the opportunity to receive the education essential to become self sufficient and to make a worthwhile contribution to society.

Failure to provide this opportunity will cost the taxpayer and society many times over. Thank you for the opportunity to make this presentation this morning. I invite all of you to visit our Kentucky vocational schools at any time.

Regional cumulative enrollment, July 1, 1981 to June 30, 1982—all categories of training for vocational education region 12

Direct operated programs:	
Secondary	1,585
Adult long term	1,108
Total	2,693
CETA cumulative enrollment	135
Public service occupations	450
Adult supplementary—evening upgrade	270
Reimbursed programs	4,640
MSHA training	1,706
Grand total cumulative enrollment	9,894

Chairman PERKINS. It is the intention of the committee to call witnesses in from the entire Appalachian area, as well as throughout the country. We have been doing that. And we will have another day of witnesses from Kentucky to make sure we are getting the true picture of your witnesses from Louisville, Lexington, Somerset, and other places.

But I would like to ask all three of you gentlemen your opinion of the President's proposal to turn vocational education over to the States, as part of that so-called New Federalism in 1984. What would be the repercussions? You start out, Charlie.

Mr. CHATTIN. Congressman, I think it would be completely wrong in talking about turning it completely back or block granting it, either one. I feel like that you do have politics involved, and where the money may go, once it is put into a block grant, and go into a State with administration changing continuously, of where those moneys would end up.

I feel like that the States themselves are financially in trouble. I don't feel that they are able to support—again, I would say that the people being trained that are turned into taxpayers, paying the Federal income tax, along with maybe State, maybe not, if they are going into defense work in Newport News and Louisiana and places of this nature, then the income tax is going to the Federal Government and not the State of Kentucky.

And I think they are paying their way. And I think it definitely should be also participation by the Federal Government. The Federal Government says let's have more activity from industry and labor, and I notice the President mentioned Bill Verrity the other night in his speech, and I agree with Mr. Verrity, that industry and labor, government, Federal, all has to participate in the economic recovery of this country.

And therefore, I think all of us should play a part in it, including the Federal Government.

Chairman PERKINS. You used to work with Mr. Verrity, whom the President mentioned.

Mr. CHATTIN. That is exactly right, and one of the greatest supporters that we ever had in vocational education in this country.

Chairman PERKINS. Go ahead, Mr. Skaggs.

Mr. SKAGGS. Mr. Perkins, historically in this country, there has been a relationship between the Federal Government and the States in developing a strong vocational program. It seems to me that that has been highly successful.

This would result, if this was turned over to the States, in a fragmentation of vocational education nationwide. I personally think that would be a disaster. Also, it would be most unfortunate if we had to spend a lot of time at the State level, for example, with block grants, in trying to challenge other segments of State government for the money.

My personal feelings are that we need categorical aid for vocational education from the Federal Government, and that this be strong support. In addition, we have such organizations as the Vocational Industrial Clubs of America, Future Farmers of America, and Future Homemakers of America. We need leadership development.

Chairman PERKINS. I hate to interrupt you, but the proposal goes on further. It proposes to phase out the block grants, also.

Mr. SKAGGS. Yes; I am aware of that.

If that should happen, and we have only State funds, we cannot support vocational education at the level that our people deserve and need.

Chairman PERKINS. Walter?

Mr. PRATER. Congressman Perkins, over the past decade, I believe history will support this, that Federal support has tailed off. And at least in Kentucky, State dollars have not made up the difference.

With the demand for State and local dollars, I see no reason to believe that it would happen now. In the block grant approach, the State would have discretion over these dollars. You will be in competition with other agencies. I can see, personally, a political free-for-all.

We would, because of numbers, in my opinion, not get the funds that are needed to keep the level of vocational education where it ought to be.

Chairman PERKINS. In Gramm-Latta No. 2 last year, on the floor, we cut vocational education by 16 percent for fiscal year 1982. But the President is proposing a 32-percent cut for fiscal year 1983, commencing in October.

What has been the effect of your 16-percent cut, and what would be the effect of your 32-percent cut assuming the President got his way. You go ahead, Charlie.

Mr. CHATTIN. Well, on the first cuts, I think that it reflected back in our region that we cut out all equipment, we had no money for purchasing or replacing any equipment last year. We had five janitors and watchmen that were let go, not having the security throughout our four schools in our region that would eliminate break-ins and stealing and so forth, but it was a necessity to cut back.

The supply money this past year was cut 5 percent, we took across the board, instead of increasing 5 percent to keep up with inflation, we decreased 5 percent.

You can imagine that we have been out scrounging with industry and labor ever since to try to have enough supplies to even operate shops, and no equipment at all, so this is really has been the effect on us the first round. The second round has just hit us in this present budget for 1982-83, that is in my prepared statement of how many people we lost, beginning July the 1.

Mr. SKAGGS. As I mentioned earlier, we lost a co-op coordinator and two support people. Then, State reduction in personnel caused us to lose three other support people. Now, if the 33-percent cut should come, as also mentioned previously, we would have to cut back perhaps on counseling and support staff for disadvantaged people, and this would be a disaster for us.

Chairman PERKINS. Go ahead.

Mr. PRATER. The 16 percent gets us, I guess, in areas that we were able to trim and get leaner, so to speak. Some of the counseling positions, the cooperative education, those kind of programs. I can see now that we are as lean as we can get and continue to operate the programs we have. And I believe this is reflected in my statement, if the 32 percent comes to pass, then we are going to be faced with the prioritizing programs and actually eliminating some five programs to accommodate this kind of a reduction.

This year, and I think this applies to the other regions in Kentucky, we were asked to operate on a continuation budget from last year. Now, this takes into consideration any increases in supplies, salaries, whatever.

We were given a cap figure. This is all we have got. So we are lean in Kentucky as far as operating programs in vocational education. I am not opposed to that. I think we need to be accountable. At the same time, I think we need to be in a position to render services to people.

Chairman PERKINS. Let me ask all of you a question to think about until I come back. I have got to run over to the floor. You have got many industries suffering from automation, imports, and foreign competition of all kinds, particularly Armco Steel down there, your railway shops laying off so many people, all the other industries in the Ashland area, and the coal business is bad.

Of course, the railways are not functioning like they should. But, what industries—tell us—are suffering the most from foreign competition and technological changes, and what programs does vocational education provide for these industries, and what additional programs or services could vocational education provide in the future?

Keep those thoughts in mind. And also, tell us where you feel that the jobs are going to be in the future. I want to let you comment on those programs as soon as we get back.

[Recess.]

Chairman PERKINS. All right, go ahead, Charles.

Mr. CHATTIN. Congressman, talking about the people being displaced by the steel industry, and so forth. I think it is the pitiful part in which I have to suffer through to see them come into the school, and wanting to be retrained, and not being able to take them.

Our area is very fortunate. At the present time, we have construction going on at Armco, we have a large construction project at Ashland Oil; just recently announced the Federal building to be built there; announced the other day, was a large hotel complex, that is going to be built; our $3 million expansion program in the State vocational school; and also a new library.

So looking down within the next 6 months, there is going to be quite a bit of construction. I think it will help the displaced people

that has come out of Armco and the various industries in the area. If we can provide them some training in welding, carpenters, iron workers, all of our unions are actually increasing, this year, has forced taking in apprentices, and people into the trades.

And looking down the next 6, 8 months, it looks very promising for the Ashland area. Our next thing that we are working on, and how we will resolve it, I am not sure, but since the city has gone wet, we have the restaurants moving in, we have four or five at the present time, big ones, doing big business, demanding a lot of waitresses, cooks, bartenders. We may think of these a lot of times as low trades, but when we are talking about people making anywhere from $250 to $500 a week in the service occupations, we have to get interested in it real quick.

So we are planning programs at the present time, and I feel like that there will be opportunities within the Ashland region, hopefully, that it will boost the economy to where a lot of things will get back on track, that is where, really, our people are standing.

And it is the time in which we all need to be real concerned about retraining people that is asking for it and cannot get in because of the lack of facilities, lack of operating costs, lack of teachers, all of these things playing a part in it, and it is a very tough situation to talk to a person 50 years old, 52, 54, that has been displaced and terminated, and wanting to learn something quickly.

And I feel that anyone that has been in industry all the years that a lot of these people has been in, it would be short. It could be 3 or 4 or 5 months' programs, and I am sure that they could get their foot on the ground and get back to work.

But unless we have the money and facilities to provide the training, why, it is just one of the things that you do have to follow your priority list and not discriminate against taking people in. So these people just have to wait along with the other ones.

Thank you.

Chairman PERKINS. How are you going to relieve this long waiting list there——

Mr. CHATTIN. Congressman, I am not relieving it. With our new facilities, that will be completed by next September, it is the fastest project that has ever been moved in State government in the State of Kentucky. We are going to let it for bid October 2, we are going to have it under roof by January, we are going to let the second contract for the internal part of it, so that no one will miss any work the entire winter, and hopefully, we will have it finished by next September.

This would alleviate probably 200 more people off of the waiting list. But again, when we are continuing talking about the waiting list, it isn't altogether facilities, it is a fact that we do not have the money to employ teachers to buy the supplies to train more people.

We could offer more courses in the evening, we could run more courses on Saturday, but with limited funds, we are exhausted completely the other day, when I looked at a reclassification of our people, I found it is going to cost me $30,000. It is $30,000 we do not have in the budget, and if the State sticks to what they have told us on keeping under the caps, that $30,000 is going to cost me at least one more program, one more teacher to be eliminated.

So really, we are going backwards, and that is the way it is at the present time. I don't know the answer, except more money.

Go ahead, Mr. Skaggs.

Mr. SKAGGS. Our primary industry in region 11 is the coal industry.

Chairman PERKINS. Speak just a little louder.

Mr. SKAGGS. And we are suffering as a result of imports in the steel industry, electronics, and I feel our people are laid off today as a result of this. The demand for metallurgical coal is down——

Chairman PERKINS. General economic situation.

Mr. SKAGGS. The general economic situation. And many of the people in the coal industry are coming to our school for retraining, and in the area of jobs of the future, we feel that everyone tell us that the technological jobs are the jobs of the future.

Electronics, computers, sophisticated maintenance of such things as robotics. The service industry and the health industry, and it is extremely important that our training programs be geared to match the job needs.

Chairman PERKINS. Walter?

Mr. PRATER. I think, basically, in region 12, I would have the same reaction as Mr. Skaggs. Certainly, foreign competition creates a chain reaction as far as the economic conditions in our communications area, in the automotive industry, any time we are not selling these products that are made in America, we are costing jobs across the board.

This creates unemployment, unemployment creates the need for retraining, and without funds, we are not going to be able to do it.

So, there is a great need for us to get on the road with new and innovative training that will accommodate the high technology areas. And I believe that the computer sciences, the electronics field, maintenance, in the coal industry, for example, the modern machinery is solid state, pretty much all the way.

So you have got to equip people with the knowledge, the skill, the how and the why things happen if they are going to go out there and do the job for coal.

Chairman PERKINS. Ms. Beahler, do you want to ask any questions?

Ms. BEAHLER. Thank you, Mr. Chairman. First, I would like to say that I think it was very helpful that these three gentlemen came up, and I am sorry that more of our members couldn't be here today to hear their testimony.

I was going to ask, Mr. Chairman, about the waiting list, but I heard in their further testimony some of what I wanted to know on behalf of our members regarding the extent of the waiting list. Mr. Skaggs had mentioned it in his testimony, and I just wanted to know the magnitude of it. How many people were waiting to be served?

But I think Mr. Chattin gave some idea, too, that in his region, as well, there are apparently a number of people waiting to be served who can't be because of the lack of funds. Mr. Prater, is that the case in your region as well?

Mr. PRATER. Region 12, we have roughly 2,300 people on our waiting list.

Ms. BEAHLER. 2,300?

Mr. PRATER. The waiting list, to me, is an indicator of the need the people have within the community. Once those people are placed on a waiting list, and we call them, we don't get a very high percentage of them to report into programs. It simply tells you that a person experiences a need today and if they are unable to get that need fulfilled in a training program, they have got to move on to something.

Ms. BEAHLER. Yes, I did want to get some idea of the extent of that need.

Thank you very much, Mr. Chairman.

Chairman PERKINS. Let me thank all of you gentlemen for your appearance here this morning. You have been very helpful.

Has your waiting list grown in the last year in comparison with the previous year, do you think, Charles?

Mr. CHATTIN. I would say our waiting list probably is up from 1,500 up to the 2,200 that it is at the present time. I think I made note in here, since February, when the committee was in Ashland, we had an increase of 303 people and we have had a 223 increase on the upgrade evening adult programs.

So it appears that it is continually growing. And I think it would, with the economy like it is, with the layoffs like it is, that you are now getting people continuously coming in——

Chairman PERKINS. Tell us, along that same line, whether this waiting list is a direct result of those layoffs and any of the increases, and people wanting new training where they have lost their jobs.

Mr. CHATTIN. I am saying at the present time that we are having an average of probably 20 people per day that will come into the office to inquire about training that has been laid off.

Chairman PERKINS. Laid off.

Mr. CHATTIN. I would say a minimum. And you know, when you are talking about 2,200 people on the waiting list, like Mr. Prater said, it is not a true indicator whatsoever, because probably, out of every 5,000 people that come in, you may have 2,000 or 3,000 people that say, "I will go some place else, or I will look at some other type of training because some of our programs are 3 years in length."

So I would say every day of the week, that out of probably 50 people coming in, you may lose 20 or 30 of them that says, forget it. Because there is no way that we can take them in, and it is a matter of them waiting to get in, and I think we lost a tremendous amount, and I think it is unfair the way that we run elementary, we take in students, we take them in secondary education, because it is the law, the colleges, in 90 percent of the cases, I am sure, take in practically everyone that opens the door, or comes in in September to enroll.

But in vocational education, we don't have the same opportunity, because it is trade training, it is different. You have so many pieces of equipment that you can operate on, and if you only have 35 pieces of equipment, you are going to take in probably 35 students, and I think that we are at a disadvantage if we cannot take 100 people in and put them under one teacher.

So, again, we have to have programs to get the job done. And right now, we don't have the programs.

Chairman PERKINS. Your cooperation with the industry throughout the area, such as Ashland Oil, the steel industry down there, has always been excellent, and tell us whether or not those industries contribute to the support of your school.

Mr. CHATTIN. We have in our prepared statement that this past year, they contributed over $90,000 worth of supplies, equipment. They supplement the teachers' salaries in their upgrade programs, and our apprentice programs. They supplement the salaries there.

If it wasn't for the steel industry, we could not run the welding program that we do run. We run on the average during the winter, 230 people per week, 6 days a week, 12 hours a day, in welding alone, just that one program.

We are recognized throughout the United States as being one of the top welding programs in the United States. Our employment has been terrific. We have trained for every industry in our area, and anyone employing welders in our area will get them from the State school.

So, without the $90,000-plus, and we are not talking about tuition, they pay, on top of that, they are paying their tuition. They are buying the books for the students. Their own students, and so, really, all they are doing is supplementing us that extra——

Chairman PERKINS. In those industries, what are those industries? Name a few of them.

Mr. CHATTIN. We have National Mines, we have ARMCO, we have Ashland Oil, we have Kentucky Power, we have Semet Solvay, we have the Ironworkers Union, the Millright Union, Carpenters Union, Painters Union, Electricians Union, so we have——

Chairman PERKINS. They cooperate with you for their training.

Mr. CHATTIN. They cooperate with us, and we operate the training programs for them, and they will buy us equipment, and they will buy us supplies. They don't even question you when you tell them that you need $3,000 or $4,000 worth of lumber, they buy it for us.

So, I think everybody is playing their part. But we are not getting enough done right on up the level. I have continued to say this to the State government. When industry put in the $90,000, and the State of Kentucky only put in $27,000, in upgrade and apprenticeship-type programs, and then they say they think the unions and the industry should do more, they are doing three times what the State is doing right now, or we wouldn't have the programs going.

So, I think they are doing their part. I think we are lax on the part of the State, and maybe the Federal Government, of saying that everybody is trying to get into the act and help with educating the people.

And we all need to play our part in it.

Chairman PERKINS. We are doing our darnest to get you more money up here, but holding the fort like we have held it has been a really difficult task. Senators and Jones sent us word that we had no differences to reconcile on the educational programs.

In other words, they did not want to try to cut any further. And they capitulated. But we have got problems about increased funds which we will work for throughout the remainder of the year, but I don't think we could be successful, but in another year, we may be

able to increase funds. I don't know. The employment picture as such, we should.

But be that as it may, did you explain this entire program to your States down there? And your predicament about the inadequacy of your funding?

Mr. CHATTIN. Yes, sir, I think everyone is well aware of it, and of course, we have our regional advisory committees that are very active, on our craft advisory committees that are very active.

I think we have a superintendent of public instruction in the State of Kentucky that is very supportive of long-term adult upgrade apprenticeship programs, hopefully through his cooperation we will be able to recover some funds this year.

It is something that at the present, you don't really know what is happening.

Chairman PERKINS. Bronelle, do you want to compare your waiting list now with last year? Go ahead.

Mr. SKAGGS. Yes, I would be happy to.

I checked our waiting list at the Mayo State Vocational School in Paintsville in early spring. I would say April. And at that time, we had approximately 250 people on the waiting list.

Since April that has jumped to 833 people last week, and is growing daily. So there certainly has been the impact of people being laid off, and the slump in the general economy in the last 6 months has resulted in an increase in our waiting list, and we see it continuing to rise.

Chairman PERKINS. Walter?

Mr. PRATER. Our waiting list is up roughly one-third. I think traditionally, when we have had a slow economy, we have experienced an increase in the demand for programs in vocational education. As long as I have been around, that has been a true pattern, and I would assume it will continue to be.

Charlie mentioned the relationship with industry. And I think many times we don't do a good job of telling the story on how closely we work with industry. The coal people in eastern Kentucky support us down the line. For every program, we have a program committee which is representative of people out there in industry.

They come in, they serve on committees, they assist us in recommending changes in curriculum, in purchasing equipment that would be needed to update the program. So we feel very good about the support we get from industry.

And in the coal fields, the equipment is very, very expensive. Without their total support, we could not teach people how to operate mining units of equipment. Continuous miners cost anywhere from $250,000 to $1.5 million.

Federal tax dollars won't support that kind of a program.

Chairman PERKINS. Let me thank all of you for coming. I think we have covered the most important aspects of the program. There remains an amount of uncertainty whether we will take this bill to the floor.

We have managed to stay out of any reconciliation package to cut us back anywhere along the line. And I don't want to see us cut up in the Senate. One of the Senators wanted me to move first. Thought I had been around here a little bit too long to realize the

consequences of moving first. I told him, I said, "You people move, then we will make a decision."

So we are going to work for your welfare to beef this program up. We may not be able to do it this year, but at least we are going to hold the line. But we are going to beef it up in the future, put it back in its rightful status.

And you gentleman have always been very helpful to us, and will continue to be in the future. And we will be—we have heard from all sections of the United States, and I think that is the reason we didn't have to go directly to reconcile any differences with the Senate.

And we will continue these hearings to make sure that we work for the welfare of the people. I have always thought training programs are essential to the general welfare of this country in creating more taxpayers. Many people don't follow that reasoning.

But I have seen it year in and year out, and it is the best money. We don't spend any better money in the U.S. Government, as far as the training programs. And we will work with you in every way possible for the welfare of the program.

Let me thank all of you.

Mr. SKAGGS. Thank you for inviting us.

Chairman PERKINS. Thank you.

[Whereupon, at 11:15 a.m., the subcommittee was adjourned.]